

Calhoun Street Elementary

1520 E. Calhoun Street
Anderson, South Carolina 29621

Grades	K-5 Elementary School	
Enrollment	512 Students	
Principal	Ann D. Self	864-260-5090
Superintendent	Betty T. Bagley	864-260-5000
Board Chair	Dr. William Mack Burriss	864-224-6384

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	39	56	4	0

IMPROVEMENT RATING

AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Excellent	Good	N/A
2003	Excellent	Good	No
2004	Good	Average	Yes
2005	Good	Average	Yes

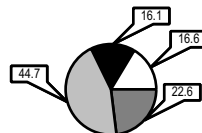
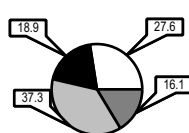
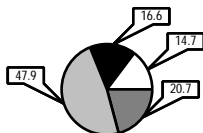
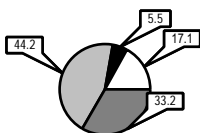
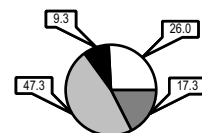
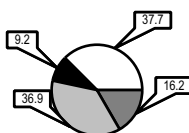
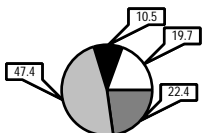
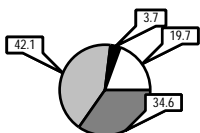
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

97.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	246	100.0	16.6	44.7	33.2	5.5	46.5	Yes	Yes
Gender									
Male	125	100.0	23.9	44.0	27.5	4.6	38.5		
Female	121	100.0	9.3	45.4	38.9	6.5	54.6		
Racial/Ethnic Group									
White	120	100.0	10.1	37.6	43.1	9.2	60.6	Yes	Yes
African American	112	100.0	26.3	53.7	20.0	0.0	28.4	Yes	Yes
Asian/Pacific Islander	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	194	100.0	11.6	43.6	39.0	5.8	55.2		
Disabled	52	100.0	35.6	48.9	11.1	4.4	13.3	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	246	100.0	16.6	44.7	33.2	5.5	46.5		
English Proficiency									
Limited English Proficient	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	237	100.0	17.3	44.2	33.2	5.3	46.6		
Socio-Economic Status									
Subsidized meals	141	100.0	22.3	54.5	21.5	1.7	33.1	Yes	Yes
Full-pay meals	105	100.0	9.4	32.3	47.9	10.4	63.5		

Mathematics – State Performance Objective = 36.7%									
All Students	246	100.0	14.7	47.9	20.7	16.6	51.6	Yes	Yes
Gender									
Male	125	100.0	16.5	51.4	18.3	13.8	47.7		
Female	121	100.0	13.0	44.4	23.1	19.4	55.6		
Racial/Ethnic Group									
White	120	100.0	6.4	44.0	22.9	26.6	66.1	Yes	Yes
African American	112	100.0	25.3	55.8	17.9	1.1	32.6	Yes	Yes
Asian/Pacific Islander	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	194	100.0	12.8	43.6	23.8	19.8	56.4		
Disabled	52	100.0	22.2	64.4	8.9	4.4	33.3	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	246	100.0	14.7	47.9	20.7	16.6	51.6		
English Proficiency									
Limited English Proficient	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	237	100.0	14.9	49.0	20.7	15.4	51.0		
Socio-Economic Status									
Subsidized meals	141	100.0	22.3	57.9	16.5	3.3	34.7	Yes	Yes
Full-pay meals	105	100.0	5.2	35.4	26.0	33.3	72.9		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	246	100.0	27.6	37.3	16.1	18.9	35.0
Gender							
Male	125	100.0	26.6	41.3	14.7	17.4	32.1
Female	121	100.0	28.7	33.3	17.6	20.4	38.0
Racial/Ethnic Group							
White	120	100.0	12.8	37.6	20.2	29.4	49.5
African American	112	100.0	47.4	36.8	11.6	4.2	15.8
Asian/Pacific Islander	7	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	194	100.0	21.5	38.4	18.0	22.1	40.1
Disabled	52	100.0	51.1	33.3	8.9	6.7	15.6
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	246	100.0	27.6	37.3	16.1	18.9	35.0
English Proficiency							
Limited English Proficient	9	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	237	100.0	28.4	37.0	16.3	18.3	34.6
Socio-Economic Status							
Subsidized meals	141	100.0	42.1	38.8	12.4	6.6	19.0
Full-pay meals	105	100.0	9.4	35.4	20.8	34.4	55.2

Social Studies							
All Students	246	100.0	16.6	44.7	22.6	16.1	38.7
Gender							
Male	125	100.0	18.3	46.8	19.3	15.6	34.9
Female	121	100.0	14.8	42.6	25.9	16.7	42.6
Racial/Ethnic Group							
White	120	100.0	9.2	33.9	31.2	25.7	56.9
African American	112	100.0	25.3	58.9	11.6	4.2	15.8
Asian/Pacific Islander	7	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	194	100.0	12.2	43.0	26.2	18.6	44.8
Disabled	52	100.0	33.3	51.1	8.9	6.7	15.6
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	246	100.0	16.6	44.7	22.6	16.1	38.7
English Proficiency							
Limited English Proficient	9	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	237	100.0	16.3	45.2	22.6	15.9	38.5
Socio-Economic Status							
Subsidized meals	141	100.0	23.1	57.9	14.0	5.0	19.0
Full-pay meals	105	100.0	8.3	28.1	33.3	30.2	63.5

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	86	100.0	17.7	27.8	53.2	1.3	54.4
	4	77	100.0	16.2	43.2	37.8	2.7	40.5
	5	105	100.0	11.3	58.8	26.8	3.1	29.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	81	100.0	10.3	29.4	47.1	13.2	60.3
	4	95	100.0	22.6	50.0	26.2	1.2	27.4
	5	70	100.0	15.4	53.8	27.7	3.1	30.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	86	100.0	12.7	57.0	26.6	3.8	30.4
	4	77	100.0	13.5	41.9	24.3	20.3	44.6
	5	105	100.0	16.5	47.4	20.6	15.5	36.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	81	100.0	7.4	52.9	17.6	22.1	39.7
	4	95	100.0	16.7	41.7	25.0	16.7	41.7
	5	70	100.0	20.0	50.8	18.5	10.8	29.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	81	100.0	27.9	35.3	16.2	20.6	36.8
	4	95	100.0	27.4	41.7	15.5	15.5	31.0
	5	70	100.0	27.7	33.8	16.9	21.5	38.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	81	100.0	10.3	38.2	27.9	23.5	51.5
	4	95	100.0	20.2	42.9	25.0	11.9	36.9
	5	70	100.0	18.5	53.8	13.8	13.8	27.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 512)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	4.6%	Up from 4.3%	3.3%	3.0%
Attendance rate	96.5%	Up from 96.4%	96.3%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	7.7%	Down from 7.8%	4.6%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	5.7%	Up from 5.6%	3.7%	3.2%
Eligible for gifted and talented	14.2%	Up from 13.1%	12.6%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	12.0%	Up from 11.4%	9.4%	8.2%
Older than usual for grade	0.6%	Down from 0.9%	1.0%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 38)				
Teachers with advanced degrees	63.2%	Up from 56.1%	53.3%	52.6%
Continuing contract teachers	92.1%	Down from 95.1%	85.7%	83.3%
Highly qualified teachers	94.4%	Down from 97.4%	94.3%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	83.2%	No change	87.7%	87.0%
Teacher attendance rate	97.0%	Up from 95.7%	95.0%	95.0%
Average teacher salary	\$45,076	Up 1.0%	\$41,690	\$41,703
Prof. development days/teacher	11.8 days	Down from 12.5 days	13.5 days	12.8 days
School				
Principal's years at school	12.0	No change	4.0	4.0
Student-teacher ratio in core subjects	18.3 to 1	No change	18.6 to 1	18.8 to 1
Prime instructional time	92.5%	Up from 91.2%	89.2%	89.8%
Dollars spent per pupil*	\$7,177	Up 28.9%	\$6,061	\$6,242
Percent of expenditures for teacher salaries*	62.1%	Down from 69.8%	64.6%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	Up from Good	Good	Good
* Prior year audited financial data are reported.				
		Our District	State	
Highly qualified teachers in low poverty schools		91.4%	89.4%	
Highly qualified teachers in high poverty schools		95.4%	90.1%	
		State Objective	Met State Objective	
Highly qualified teachers in this school		65.0%	Yes	
Student attendance in this school		95.3%	Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Calhoun Street Elementary had a "wild" and wonderful year of adventure as we celebrated our successes with a safari theme and planned for our future as Calhoun Academy of the Arts.

We were proud of our students' achievement and improvement ratings reflected in their 2003-04 PACT scores. Ms. Self fulfilled the promise she made to the students in PACT Power groups, who wussed so hard to perform their best on the test. The entire student body cheered her on as she climbed onto the school's roof to spend one entire day. Everyone returned to see Spiderman rescue her by bringing her down from the roof just before dismissal.

We continued to benefit from the interaction with students provided through our mentoring program. We applaud our mentors as well as our parents for their contributions to our students' success. Special moments for students and their parents and mentors were created through special in-school events such as Books for Breakfast during American Education Week and Goodnight Moon, Goodnight Calhoun, an evening pajama/reading party to promote bedtime reading.

Teachers and students were involved in new and exciting opportunities as Calhoun began its transition to a creative arts school. In the new delivery model, the arts-music, visual arts, dance, and drama will be integrated with the core academic curriculum and will be used as teaching and learning tools to support increased achievement for all students.

Professional development to prepare teachers to infuse the arts into the core curriculum began in February 2004 and will be ongoing. Staff development opportunities included the following: Spotlight on Arts Integration, State Arts Integration Conference, SC Arts Booking Conference, on-site visits to other Art Schools, and the study of Eric Jensen's Teaching with the Arts in Mind. Teachers also participated in workshops at the Peace Center in Greenville on topics such as Drama as a Classroom Management Strategy; Music of the Australian Aborigines; Scientific Thought in Motion; Move Math, Sing Science; Helping Students Develop and Tell Stories; and Simple Machine Circus.

Students began to experience many arts-integrated lessons. For example, students related symmetry to fall leaves by making their own leaf prints representing the mathematical concept of flips, slides, and turns; students used drama to role play the various jobs of the circulatory system; students used dance moves, vocal sounds, and pitched and non-pitched percussion instruments with the song The Moments of Water by R. Murray Schafer to demonstrate the water cycle. Students at each grade level also had the opportunity to benefit from the Peace Center Outreach Programs. Grades 1, 2, 4, and 5 attended productions (Mike Mulligan and the Steam Shovel, Coyote Tales, Bunnica, Beauty and the Beast, respectively) in Greenville. The Georgia Sea Island Singers performed at Calhoun for third grade.

The first phase of a comprehensive building and renovation plan began with construction of a dance studio and a science lab to be completed for the official opening of the Arts Academy. More additions, expansions, and renovations will take place over several years, culminating with the addition of a 700 seat auditorium to be used by the district and the community.

Calhoun teachers are committed to making Calhoun Academy of the Arts a strong arts-infused environment where students can create, aspire, and achieve in the Calhoun tradition of academic excellence.

Ann D. Self; Principal
Amy Simmons; SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	41	67	45
Percent satisfied with learning environment	97.5%	98.5%	82.2%
Percent satisfied with social and physical environment	100.0%	89.4%	72.7%
Percent satisfied with school-home relations	90.2%	98.5%	64.4%

*Only students at the highest elementary school grade level at this school and their parents were included.